



MVS Reporting Policy

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Maida Vale School Learning Values: Creativity, Curiosity, Contribution, Adaptability

Students:

- Demonstrate **creativity** by playing with possibilities, seeking solutions, using intuition and developing original ideas to produce creative outcomes.
- Display **curiosity** by wondering and questioning, challenging assumptions, embracing academic risk and drawing connections between subjects and the wider world.
- Make a positive **contribution** to lessons and the wider school community through active participation, collaboration, support for others and inspiring those around them.
- Show **adaptability** through critical reflection, learning from mistakes and feedback and crafting and improving work to build resilience.

Maida Vale School Reporting

Years 7 & 8

Every year, students in **Year 7** receive:

- One **Personal Tutor Note**
- One set of **Subject Comments**
- One set of **Subject Reports**
- One **Parents' Evening**
- Three **Progress Cards**

Every year, Students in **Year 8** receive:

- One set of **Subject Comments**
- One set of **Subject Reports**
- One **Parents' Evening**
- One **Options Evening**
- Three **Progress Cards**

Cambridge Secondary Insight (CSI) - Lower Secondary stage KS3, ages 11-14

Formerly the Middle Years Information System (MidYIS), Cambridge Secondary Insight (CSI) Lower Secondary stage KS3 is a baseline assessment developed by Cambridge University Press & Assessment. It helps schools understand students' academic potential and likely GCSE or IGCSE outcomes.

The assessment is computer-adaptive and curriculum-independent meaning questions adjust to each student's responses rather than testing specific taught content. Cambridge Secondary Insight uses data from hundreds of thousands of student assessments and examination outcomes, collected over several years, to provide standardised predictions and benchmarks.

MVS uses this information alongside teacher judgement to support target-setting, identify strengths and areas for development and to monitor progress.

The assessment includes **four** modules:

1. The Vocabulary module assesses word fluency and understanding. It provides a strong indicator of later academic achievement in all subjects but particularly English, English Literature, Geography, History, Modern Foreign Languages and Mathematics.
 2. The Mathematics module assesses logical thinking and the manipulation of numbers and numerical concepts. It provides a strong indicator of later academic achievement in all subjects, but particularly Mathematics, Physics, Chemistry, Biology, Combined Science and Computing.
 3. The Non-Verbal (Patterns) module assesses visualisation, spatial aptitude and pattern recognition through abstract visual tasks. This section is timed, non-adaptive and is used to indicate broader academic potential rather than exam predictions.
 4. The Skills module assesses students' scanning, skimming, proofreading, perceptual speed and accuracy. It is timed and non-adaptive and is designed to assess study and examination skills, providing an indication of academic potential rather than predicting future attainment.
- Year 7 students, and any new Year 8 and Year 9 students, take CSI in September. This data is used in the setting of English, Maths and Science classes.
 - Students 'Likely Grades' at GCSE are not included in their Progress Cards or used in any published progress tracking.

Years 9-11

Every year, students in Years 9 & 10 receive:

- One set of **Subject Reports**
- One **Parents' Evening**
- Five **Grade Cards**

Every year, students in Year 11 receive:

- One set of **Subject Reports**
- One **Parents' Evening**

- Four **Grade Cards**

Cambridge Secondary Insight 9-1 (CSI) - Upper Secondary stage KS4, ages 14-16

Formerly the Year 11 Indicator System (YELLIS), Cambridge Secondary Insight (CSI) Upper Secondary Stage KS4 is a baseline assessment developed by Cambridge University Press & Assessment. It helps schools understand students' academic potential and likely GCSE or IGCSE outcomes.

The assessment is computer-adaptive and curriculum-independent meaning questions adjust to each student's responses rather than testing specific taught content. Cambridge Secondary Insight uses data from hundreds of thousands of student assessments and examination outcomes, collected over several years, to provide standardised predictions and benchmarks.

MVS uses this information alongside teacher judgement to support target-setting, identify strengths and areas for development and to monitor progress.

The assessment includes three modules:

1. The Vocabulary module assesses word fluency and understanding. It provides a strong indicator of later academic achievement in all subjects but particularly English, English Literature, Geography, History, Modern Foreign Languages and Mathematics.
2. The Mathematics module assesses logical thinking and the manipulation of numbers and numerical concepts. It provides a strong indicator of later academic achievement in all subjects, but particularly Mathematics, Physics, Chemistry, Biology, Combined Science and Computing.
3. The Non-Verbal (Patterns) module assesses visualisation, spatial aptitude and pattern recognition through abstract visual tasks. This section is timed, non-adaptive and is used to indicate broader academic potential rather than exam predictions.
 - All Year 10 students take CSI in September. This data is used in the setting of English, Maths and Science classes.
 - Students' 'Likely Grades' for each subject are set at the start of the academic year, based entirely on their CSI results, and can only be changed after a meeting with the Head of Department and the Deputy Head Academic. These 'Likely Grades' will appear on the KS4 Grade Cards.

Predicted Grades

- In October – for internal purposes only – and again in December of Year 11, Heads of Department provide Predicted Grades for Year 11s based on the outcomes of the September exams and the GCSE Mocks, respectively.

Years 12-13

Every year, students in Years 12 receive:

- One set of **Subject Reports**
- One **Parents' Evening**
- Five **Grade Cards**

Every year, students in Years 13 receive:

- One set of **Subject Reports**
- One **Parents' Evening**
- Four **Grade Cards**

Cambridge Secondary Insight 9-1 (CSI) - Advanced stage KS5, ages 16-19

Formerly the Advanced Level Information System (ALIS), Cambridge Secondary Insight (CSI) Advanced Stage KS5 is a baseline assessment developed by Cambridge University Press & Assessment. It helps schools understand students' academic potential and likely A Level or BTEC outcomes.

The assessment is computer-adaptive and curriculum-independent meaning questions adjust to each student's responses rather than testing specific taught content. Cambridge Secondary Insight uses data from hundreds of thousands of student assessments and examination outcomes, collected over several years, to provide standardised predictions and benchmarks.

MVS uses this information alongside teacher judgement to support target-setting, identify strengths and areas for development and to monitor progress.

The assessment includes three modules:

1. The Vocabulary module assesses word fluency and understanding. It provides a strong indicator of later academic achievement in all subjects but particularly English, English Literature, Geography, History, Modern Foreign Languages and Mathematics.
2. The Mathematics module assesses logical thinking and the manipulation of numbers and numerical concepts. It provides a strong indicator of later academic achievement in all subjects, but particularly Mathematics, Physics, Chemistry, Biology, Combined Science and Computing.
3. The Non-Verbal (Patterns) module assesses pattern recognition, speed and accuracy, and logical reasoning through abstract visual tasks. This section is timed and non-adaptive and is used to indicate broader academic potential rather than exam predictions.

- All Year 12 students take CSI in September.
- Students 'Likely Grades' at GCSE are not included in their Progress Cards or used in any published progress tracking.

Predicted Grades

- In October of Year 13, Heads of Department provide Predicted Grades based on the outcomes of the Year 12 summer exams and October exams in Year 13.

Types of Reports

Years 7-8

Type	Staff	Year Group	Intention	Frequency / year
Personal Tutor Note	PTs	7	Give parents an overview of a student's first term, highlighting achievements and outlining future aims.	One
Subject Comments	Subject Teachers	7, 8	Concise summary of achievements and areas for improvement.	One
Subject Reports	Subject Teachers & PTs	7, 8	Detailed explanation of achievements, notable moments of effort, areas for improvement and strategies for future success.	One
Parents' Evenings	Subject Teachers	7, 8	Build relationships, celebrate success and reiterate any issues or concerns.	One
Progress Cards	Subject Teachers	7, 8	Inform on: student progress, effort, assessment %.	Three
Options Evening	All Heads of Department, inc. English, Maths & Science	8	Build relationships; ensure able students consider relevant subjects; ensure students choose only appropriate subjects.	One

Years 9-13

Type	Staff	Year Group	Intention	Frequency / year
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Subject Reports	Subject Teachers & PTs	9-13	Detailed explanation of achievements, notable moments of effort, areas for improvement and strategies for future success.	One
Parents' Evenings	Subject Teachers	9-13	Build relationships, celebrate success and reiterate any issues or concerns.	One
Grade Cards	Subject Teachers	9, 10, 12	Inform on: student achievement and effort.	Five
Grade Cards	Subject Teachers	11 & 13	Inform on: student achievement and effort.	Four

MVS 2026-27 Reporting Deadlines

iSAMS Deadline	Type	Subject Teachers
Monday 5 th October	Year 11 Grade Card 1	11
Monday 5 th October	Year 11 Subject Reports	11
Thursday 15 th October	Year 8 Subject Comments	8
Monday 19 th October	Years 9-10 & 12-13 Grade Card 1	9-10 & 12-13
Monday 30 th November	Year 13 Subject Reports	13
Monday 30 th November	Year 9 Subject Reports	9
Monday 30 th November	Year 7 Personal Tutor Note	7
Monday 7 th December	Years 9-13 Grade Card 2	9-13
Monday 7 th December	KS3 Progress Card 1	7-8
Monday 25 th January	Year 13 Grade Card 3	13
Monday 8 th February	Year 7 Subject Comments	7
Monday 8 th February	Years 9-10 Grade Card 3	9-10
Wednesday 24 th February	Years 11-12 Grade Card 3	11-12
Thursday 18 th March	Year 10 Grade Card 4	10
Monday 22 nd March	Year 12 Subject Reports	12
Monday 22 nd March	Years 9 & 11-13 Grade Card 4	9 & 11-13
Monday 22 nd March	KS3 Progress Card 2	7-8
Wednesday 19 th May	Year 12 Grade Card 5	12
Wednesday 23 rd June	KS3 Progress Card 3	7-8
Wednesday 23 rd June	Year 9 Grade Card 5	9
Wednesday 23 rd June	Years 7 & 8 Subject Reports	7-8
Thursday 24 th June	Year 10 Subject Reports	10
Thursday 24 th June	Year 10 Grade Card 5	10

MVS 2026-27 Assessment Schedule

Date: w/c Monday	Year Group	Type
21 st September	11	In-class Exam Week assessments in classrooms; normal timetable
5 th October	12	In-class Exam Week assessments in classrooms; normal timetable
5 th October	13	In-class Exam Week assessments in classrooms; normal timetable
16 th November	11	GCSE Mock Exams: exam timetable; off normal timetable
23 rd November	11	GCSE Mock Exams: exam timetable; off normal timetable
23 rd November	10	In-class Exam Week: assessments in classrooms; normal timetable
4 th January	11	GCSE Mock Resits off normal timetable
4 th January (from Tuesday 5 th)	13	A Level Mock Exams: exam timetable; off normal timetable
11 th January	13	A Level Mock Exams: exam timetable; off normal timetable
8 th February	11	In-class Exam Week: assessments in classrooms; normal timetable
8 th February	12	In-class Exam Week: assessments in classrooms; normal timetable
8 th March	10	In-class Exam Week: assessments in classrooms; normal timetable
3 rd May (from Tuesday 4 th)	12	Exam Week exam timetable; off normal timetable
10 th May	12	Exam Week exam timetable; off normal timetable
7 th June	10	Exam Week exam timetable; off normal timetable
14 th June	10	Exam Week exam timetable; off normal timetable
14 th June	7, 8 & 9	Exam Week exam timetable; off normal timetable

Parents' Evenings, 4.15pm

Date	Year Group
Monday 12 th October	7
Tuesday 17 th November	12
Thursday 7 th January	11
Wednesday 27 th January	13
Thursday 4 th February	8
Wednesday 3 rd March	9
Monday 22 nd March	10

Parents' Academic Events

Wednesday 16 th September	Sixth Form Information Evening & Subject Fair (for all Year 11 students & parents)
Tuesday 13 th October	Revision Seminar for Parents
Tuesday 19 th January	Year 8 Options Evening (for all Year 8 students and parents)

Progress Cards & Grade Cards

Years 7-8 Progress Cards: *to inform on student progress, effort, assessment %.*

When reporting an assessment %, use the below table for the **Progress award**.

%	Progress
80	P++
65	P+
50	P
<50	P-

Year 9 Grade Cards: *to inform on student achievement and effort.*

Effort: A-D

Grade (6-1): This is the current GCSE grade your child is working at, based on a combination of recent assessments, written classwork, prep and verbal understanding and participation.

- In Year 9, Grades are capped at Grade 6 i.e. a student can be graded between 1 and 6. 6 is the highest. This is because in Year 9, students have begun their GCSE courses in most subjects but are yet to know enough knowledge or have practised enough of the skills to complete full GCSE papers. Therefore, using the full range of GCSE grades is unrealistic and futile.
- The approximate comparison below, between Year 9 Grades and Year 11 Grades, is just that: an approximate guide. Extensive progress can be made throughout Years 10&11, and this is not a limiting guide.

Year 9 Grades	Year 11 Grades
1	1-3
2	4+
3	5+
4	6+
5	7+
6	8+

Effort Grade Descriptors: Years 7-9

Effort	Descriptor
A	This student is highly motivated to demonstrate the Learning Values and is frequently: • Engaged in their learning • Using feedback to improve • Proactive and attentive • Punctual and prepared • Completing prep to a good standard
B	This student is often motivated to demonstrate the Learning Values and sometimes needs reminders to: • Arrive on time • Respond to, and use, feedback • Focus and participate • Bring equipment • Complete prep on time

C	This student is sometimes disengaged with the Learning Values and has often failed to: • Arrive on time • Respond to feedback • Hand in work • Bring equipment • Complete prep consistently The student and parents are aware of ways in which Effort can be improved.
D	This student is disengaged with the Learning Values and is not: • Arriving on time • Completing work • Responding to teachers • Prepared to learn • Consistent in their completion of prep The student and parents are aware of the implemented strategies to help ensure that Effort improves.

Years 10-13 Grade Cards: *to inform on student achievement and effort.*

Effort: A-D

CSI Likely Grade (9-1): (For Years 10-11)

Grade (9-1): This is the current GCSE grade your child is working at, based on a combination of recent assessments, written classwork, prep and verbal understanding and participation.

Predicated Grade: Only Years 11 & 13 receive Predicted Grades, after the GCSE Mocks and after the A Level Mocks respectively.

Effort Grade Descriptors: Years 10-11

Effort	Descriptor
A	This student is highly motivated to demonstrate the Learning Values and is frequently: • Engaged in their learning • Using feedback to improve • Proactive and attentive • Punctual and prepared • Submitting prep of a high standard • Revising independently

B	This student is often motivated to demonstrate the Learning Values but sometimes needs reminders to: • Arrive on time • Respond to, and use, feedback • Focus and participate • Bring equipment • Submit prep of a high standard • Revise independently
C	This student is sometimes disengaged with the Learning Values and has often failed to: • Arrive on time • Respond to feedback • Hand in work • Bring equipment • Submit good quality prep • Revise independently The student and parents are aware of ways in which Effort can be improved.
D	This student is disengaged with the Learning Values and is frequently not: • Arriving on time • Completing work • Responding to teachers • Prepared to learn • Consistent in their efforts with prep • Revising independently The student and parents are aware of the implemented strategies to help ensure that Effort improves.

Effort Grade Descriptors: Years 12-13

Effort	Descriptor
A	This student consistently demonstrates the Learning Values and always: • Engages fully in lessons and class discussions • Responds positively and actively to feedback • Demonstrates independent learning and wider reading beyond the specification • Shows enthusiasm and intellectual curiosity for the subject • Applies subject knowledge to real-world contexts • Maintains highly organised notes, folders and study materials

B	This student demonstrates the Learning Values and often: - Engages positively in lessons and discussions - Responds to, and uses, feedback to improve - Completes independent learning tasks when directed - Demonstrates interest beyond the specification - Maintains organised notes and study materials - Participates appropriately in stretch and challenge activities
C	This student sometimes demonstrates the Learning Values but has sometimes failed to: - Engage consistently in lessons and discussions - Respond effectively to feedback - Complete independent learning or wider reading - Show enthusiasm for extending learning beyond the classroom - Maintain organised notes, folders or study materials - Take opportunities to challenge themselves academically The student and parents are aware of ways in which Effort can be improved.
D	This student rarely demonstrates the Learning Values and is not: - Participating positively in lessons or discussions - Responding to feedback - Completing independent learning - Demonstrating engagement beyond the specification - Maintaining organised notes or study materials - Demonstrating consistent commitment to academic progress or stretch and challenge opportunities The student and parents are aware of the implemented strategies to help ensure that Effort improves.

Writing Reports

Writing a Year 7 Personal Tutor Note (Personal Tutors)

- This should give parents an **overview of a student's first term**, highlighting achievements and outlining future aims.
- The Personal Tutor Note can include pastoral and/or academic accomplishments as well as strategies identified which will encourage further progress in all areas of school life.
- The Personal Tutor Note should comment on a student's behaviour and effort in PT Time and, above all else, should demonstrate the way in which the PT has got to know the student during the first term.

Writing KS3 Subject Comments (KS3 Subject Teachers)

- This should provide parents with a **concise summary** of a student's academic achievements and areas for improvement.
- The Subject Comment should begin with one sentence focusing on achievement thus far, followed by at least two specific, tangible ways in which the student can continue to progress.
- The Subject Comment should not include a 'work covered' comment or description of the course nor should it comment on the student being a 'hard working student' or similarly superfluous descriptions.
- The Subject Comment does **not** include a PT Comment.

Writing KS3, KS4 & KS5 Subject Reports (all Subject Teachers)

- This should provide parents with a **detailed explanation** of academic achievements, notable moments of effort (or lack thereof), areas for improvement and strategies for future success.
- The Subject Report should be personal, clearly showcasing the teacher's knowledge and understanding of each individual learner.
- The Subject Report should begin with at least two sentences about the type of progress the student has been making, with tangible evidence, and then focus on at least two specific ways in which the student can: consolidate learning; revise content; improve attitude to learning; practise skills; complete past papers; prepare for future assessments or exams etc.
- The Subject Report allows for a single-sentence general 'work covered' comment (which once written once, will be replicated for all students in that class) which should not begin with 'This term...' as this is superfluous. E.g. *While studying the features of the Gothic genre, students have created their own protagonist and antagonist and have written and re-drafted their own Gothic short story.*
- Students' Subject Reports include PT Comments at the end.

Writing PT Comments at the end of Subject Reports (Personal Tutors)

- This should demonstrate the PT's understanding of the student's main strengths and areas of improvement while also giving parents an overview of the student's behaviour and demeanour in PT Time and around school, also covering co-curricular involvement.

Proof-reading PT Comments (Heads of Key Stage / Year)

- Heads of Key Stage / Heads of Year are responsible for the proof-reading of their Year Group's / Year Groups' PT Comments. They can edit minor errors or

tell the author of the PT Comments what changes – if significant – need to be made.

Proof-reading Subject Reports (Heads of Department)

- HoDs are responsible for the proof-reading of their departments' Subject Reports **before** the Reports are inputted onto iSAMS. There are various ways this can be undertaken: department meetings; department 'buddies' etc.

Proof-reading Subject Reports (PTs)

- PTs should proof-read their tutees' Subject Reports, on iSAMS, when reading them before writing their PT Comments. If small errors are found, these can be corrected immediately. If more serious or repetitive errors occur, the PT should email the teacher and the HoD.

Example of Year 7 Personal Tutor Note (Year 7 PTs)

Ekin's enthusiasm for our PT Group is delightful and she has maintained her energy throughout the term, participating in both House Netball and House Cross Country. Helpful and proactive, Ekin articulates her opinions thoughtfully during PT discussions. She has also involved herself in the PT assembly on Women in Science and demonstrated solid teamwork, as well as impressive research skills. Ekin's teachers speak of her highly, in terms of effort but also her positive and kind demeanour which, in turn, is responsible for her happy social life at MVS. Never at a loose end, Ekin spends her free time playing chess in the library and celebrating her goals on the MUGA. Ekin's first term has been one of multiple achievements including a class Classics prize and an English reading award. I look forward to seeing what Ekin excels at next term.

Example of KS3 Subject Comments (Years 7&8 Subject Teachers)

Ekin has grasped INSPACE – the acronym we are using to ensure sentence openers are varied – and largely demonstrates her understanding of main and subordinate clauses. To improve, Ekin should revise commas and semi-colons, how and when to use them, as well as reported speech.

Example of KS3, KS4 & KS5 Subject Reports (all Subject Teachers)

Work Covered:

Students have read 'Macbeth' and watched both the 2015 Kurzel and the 2010 Goold versions. They have learnt how to structure an analytical essay and are developing their language analysis skills.

Subject Report – English Literature:

Pietro has made satisfactory progress; his most recent assessment mark illustrates a firm understanding of the key themes in 'Macbeth' and how Macbeth's and Lady Macbeth's relationship changes as their individual ambitions shift. However, Pietro's ability to astutely analyse his chosen quotations is currently limited. He fails to zoom in on key words, explaining how they affect the audience, instead often simply paraphrasing. To move into and then beyond the middle band, Pietro must review his feedback and revise the class model paragraphs and analysis examples. He must also spend additional time practising analysing quotations from the key scenes which we have already identified in his copy of the text.

Writing Conventions:

- Only capitalise proper nouns (names of specific people, places and things), including all subjects i.e. Mathematics; English, Physics as well as the School Values i.e. Reflection, Resilience.
- The word 'student' should never be capitalised, unless it's starting the sentence **but avoid using 'student' at all costs.**
- Do not capitalise a School Value if **not** using it as a proper noun e.g. Chiara should be more reflective during DIRT.
- Also capitalise: Reports (if referring to the student's set of Reports); Grades (if referring to the student's collection of Grades).
- Use MVS (not Maida Vale School), but try to avoid using this as it's most often superfluous
- Use PT Group.
- Use the name of the student that appears in brackets () if there is one i.e. Timothy (Tim) = use Tim.
- Avoid generic 'Student comments'. Instead of 'Jenny is a hardworking Student.', write 'Jenny is hardworking.' Instead of 'Timothy has worked hard in English lessons this half term', write 'Timothy has worked hard, improving his use of semi-colons and colons.'
- GCSEs (not GCSE's)
- A Level (not A-Level, A-level or A level)
- Avoid contractions i.e. Should not, **not** shouldn't; cannot, **not** can't; he is, **not** he's etc
- Year 8, **not** Yr 8
- Use letters not numbers for one to ten e.g. Lara has missed two recent preps
- Do not overuse pronouns (he/ she), and try to use the student's name every other sentence
- **Apostrophes** to show possession: Mark's book; Jess' work
- **Commas**: mark subordinate clauses in sentences e.g. Whilst Matthew's focus in lessons has been exemplary, his attitude to prep has been unsatisfactory. .
- **Semi-colons**: in-between two linked, main clauses i.e. *Rachel has improved her use of evidence when writing about texts; she must now ensure she explains how the evidence makes the reader feel.*

- **Do not address Students directly:** i.e. Jonathan has made good progress, **not** Jonathan, you are making good progress. Avoid phrases like 'Keep going!' or 'Enjoy your holiday!'
- **Never use exclamation marks**